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ABSTRACT

The intent of this evaluation report is to provide information obtained from a study of the Success in Reading and Writing Program pilot project initiated in the Washington, D. C. public schools in 1978-79. The first chapter of the report describes the Success in Reading and Writing Program, its goals and objectives, and the pilot project; states the purpose of the evaluation study; and provides information pertaining to the population of the six schools and 18 classes involved in the pilot project. The second chapter offers a discussion of the evaluation design, including the objectives of the evaluation, instrumentation, analysis of data, and the design limitations. The third, fourth, and fifth chapters present the findings, conclusions, and recommendations of the study. Nine appendixes contain examples of one-day programs for grades one, two, and three; examples of instruments used in the study; statements by participating teachers concerning advantages and disadvantages of the Success in Reading and Writing Program; and data obtained from an observational checklist. (FL)

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District of Columbia Public Schools

SUCCESS IN READING AND WRITING PILOT PROJECT

SECOND SEMESTER

SCHOOL YEAR 1978-79

Final Report

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Superintendent of Schools
February 1980

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Prepared by
Division of Research and Evaluation

MAY 16 1980

SUCCESS IN READING AND WRITING PILOT PROJECT

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Summary

Knowledge of the Success in Reading and Writing Program was brought to the attention of the District of Columbia Public Schools by the Schools Services Branch of the Washington Post Newspaper. A pilot project to implement the program was set up in six schools with one class at each of grades 1, 2, and 3. The project began in the second semester of the school year, 1978-1979.

The originator and primary developer of the program, Dr. Anne Adams, Professor of Education, at Duke University, had planned the program to incorporate what she felt was the best from many approaches to the teaching of reading. Instructional materials consist of any reading materials (within reason): newspapers, magazines, library books, science, social studies and music textbooks, catalogues, etc. The instructional period is divided into 4 to 5 units of one-half hour each and incorporates whole-class teaching and individualized instruction.

The modules or units of instruction are classified as follows for grades 1 and 2: (1) Phonics/Spelling; (2) Academic and Cultural Arts Experience; (3) Language Experience; and (4) Recreational Reading. Grade 1 has an additional module: Patterning (taught the first half of the year only). At grade 3, the modules are named: (1) Decoding in Context; (2) Research Practicum; (3) Composition Fluency/Accuracy; and (4) Recreational Reading.

An evaluation of the project centered on 4 areas:

(1) the congruence of the skills set forth in the Success manuals and the skills objectives tested on the school system's Prescriptive Reading Test;

(2) the attendance of students in the second semester when the Success program was implemented as compared with attendance in the first semester;

(3) the interest students exhibited in reading under the Success approach in the second semester as compared with the first semester; and

(4) the satisfaction of teachers with the new way of teaching reading.

It was found that 91 of 98 skills objectives for grades 1, 2, and 3 as measured on the Prescriptive Reading Test were covered directly by lessons outlined in the Success manuals. Attendance for Success classes was not as high in the second semester as the first, but significantly better than comparable classes at grades 1 and 2, and the three grades combined. Approximately three-fourths of the Success students exhibited an increased interest in reading in the second semester over that of the first semester in the opinion of their teachers. Finally, 100 percent of the teachers implementing the approach stated that they would definitely volunteer to participate in the program for the school year, 1979-80.

It was concluded that the program was met with enthusiasm by both students and teachers. Recommendations include:

(1) possible use by junior high school students who need remedial reading instruction;

(2) ways the system and teachers may improve the level of implementation in the school year 1979-80; and

(3) objectives for future evaluations in terms of attendance and interest of students and teachers as well as of achievement of students.

Introduction

The Success in Reading and Writing Program was introduced as a pilot project into the District of Columbia Public Schools under the umbrella of the Right-to-Read Effort at the beginning of the second semester of SY 1978-79. It was through the initiative of the Schools Services Branch of the Washington Post Newspaper that the program was brought to the attention of responsible public school officials. Subsequently, a trip was arranged for them to visit schools in Durham, North Carolina, where the program was being used. Favorably impressed with what they observed, these school officials recommended that the program be tried as a pilot project in the District of Columbia Public Schools.

The Success in Reading and Writing Program

The idea for developing the Success in Reading and Writing Program originated with Dr. Anne H. Adams, currently a professor of education at Duke University in Durham, North Carolina. The formulation of the idea began during her tenure as a first grade teacher in 1964. It was then that she experienced frustrations which started her to thinking about ways to eliminate or at least alleviate problems often associated with the instruction of beginning reading. Various key elements of the Success program are an outgrowth of her analysis of these problems.

Later, in preparation for her doctoral dissertation, she researched the concept of correlated language arts in the first grade without the use of basal readers. Out of her studies the program for Success in Beginning Reading and Writing evolved. Anything in print (within reason) is a part of the basal reading program. Students learn to read using

newspapers, fiction and non-fiction library books, content area textbooks, magazines, etc., as materials of instruction. The acquisition of reading and writing skills are closely linked. Reading vocabulary grows out of the students' experiences. Charts with their vocabulary of words, word clusters, and sentences comprise the classroom decor.

In addition to providing for changes in the materials of instruction, the Success approach provides for changes in classroom procedure. Whole-class teaching is preferred over grouping practices. This resulted from the developer's belief that certain grouping practices damage the teacher's effectiveness and the student's self-concept.

Individualized instruction, a key element in the Success approach, is defined in this program as "a few seconds or minutes between the teacher and individual student about what the student is doing, has done, or should be doing academically". This contact between teacher and student occurs from 3 to 4 times during the course of a lesson and is considered crucial to the affective development of the students.

A daily lesson comprises five instructional units or modules at the first grade level and four at the second and third grade levels. In that a module covers a period of ½ hour, a daily lesson at first grade is 2½ hours and at second and third grades is 2 hours.

The Success manuals provide the skeletal structure for each daily lesson. It depends upon the teacher exercising her expertise and knowledge, however, to implement the lessons adequately. See examples of a one day program for grades 1, 2, and 3 in Appendix A.

Dr. Adams claims that the best ideas of the past in the teaching of reading and writing have been incorporated into the Success approach. Some of the key elements of the program may be found in Appendix B, "Level of Implementation Checklist: Success in Reading and Writing Project."

Goals and Objectives of the Success Program

The goals of the Success in Reading and Writing Program involve the development of reading and writing skills in the cognitive area and the development of a positive self-concept in the affective area. Specific achievements in the aforementioned areas by grade are delineated in the Success manuals: 1, 2, and 3.

By the end of the school year each student should have experienced the following:

	Grade 1	Grade 2	Grade 3
Reading opportunities			
300/350 library books	300 X	X	X
daily newspapers	X	X	X
current magazines	X	X	X
textbooks (science, social studies, mathematics and music) primary level/upper-grade	X Primary	X Primary and Upper-grade	X
phamplets, catalogues, etc.	X	X	X
Writing opportunities			
daily creative writing	X	X	X
daily factual writing related to academic content information	X	X	X
a variety of writing skills emphases		X	X
words, phrases, paragraphs, and stories containing vocabulary from students in the class	X	X	X
immediate closure and long-term writings		X	X
daily proofreading checks		X	X

Affective Opportunities	Grade 1	2	3
success in academic Pursuits	X	X	X
positive and protective attitude towards school, teacher, classmates		X	X
a positive self-concept toward past and future learning experience	X	X	X

Pilot Project Description

In planning for the operation of the Success in Reading and Writing Program in the District of Columbia Public Schools, the D. C. State Right to Read Director proposed the following:

(1) The pilot project would be limited to one region.

(2) Six schools would participate.

(3) There would be 3 classes per school.

(4) The 3 classes per school would consist of a first, a second, and a third grade.

(5) Staff development in the use of the approach would take place on Thursday, January 25th for first grade teachers and on Friday, January 26th for second and third grade teachers. (Participating principals, librarians and Region V Assistants for Instruction would be invited.)

(6) Implementation would begin on January 29th, the beginning of the second semester.

Starting with these recommendations, the pilot project evolved as follows: Region V was tentatively selected as the region to pilot the Success project. At a meeting with Region V administrators where the program was explained, six schools were selected to participate. The school principals were requested to obtain 3 teachers, one at each of the 3 grade levels, who would be interested in participating in the pilot project. The principals and teachers were invited to attend the training sessions held at the Washington Post Building on January 25th and 26th. In addition, instructional personnel based at the regional office were invited to participate.

The staff training was conducted by Dr. Anne Adams, the originator and primary developer of the Success program. This training, the cost of the Success manuals, and the provision of 5 newspapers per day to each of the 18 participating classes were contributions by the Washington Post Newspaper to the operation of the project.

The Success method involves the teaching of reading without the traditional use of basal readers. The teaching materials consist of items such as newspapers, magazines, catalogues and telephone directories as well as library books, dictionaries, and science, social studies and music textbooks.

The reading period is divided into four to five modules of one-half hour each. Thus, the Success program is implemented 2 to 2½ hours out of the 5 hour teaching day.

The modules taught by grade are:

	Grade 1	Grade 2	Grade 3
*Phonics/spelling	X	X	
*Language experience	X	X	
*Academic, cultural arts and current events	X	X	
*Patterning	X		
*Decoding in context			X
*Composition fluency/accuracy			X
*Research practicum			X
*Recreational reading	X	X	X

In the implementation of the project in the D. C. Public Schools, no provision was made for additional personnel in the classroom other than the participating classroom teacher. One model of the program as implemented in Durham, North Carolina, however, had 2 certificated teachers in

the first grade classrooms during the part of the day devoted to the Success program. It was suggested at the staff training session that, if at a later date, achievement of participating classes proved as high or higher than comparable classes utilizing the basal reader approach, the money saved by not purchasing basal readers could be redirected to pay for teachers aides.1/

The environment in each participating classroom should reflect "key elements" of the program. Some of the "key elements" expected in any observation were to be:

(1) adherence to posted schedule.

(2) whole class teaching during preliminary discussion period (approx. 10 minutes).

(3) contact with each child during writing phase of modules (individualized instruction).

(4) continuous display of charts.

(5) display of charts with students' vocabulary (words, word clusters, sentences).

(6) use of varied printed materials (newspapers, magazines, library books, textbooks, charts, etc.).

(7) development of independently written materials (factual and creative).

(8) fostering independence (proofreading and scoring).

(9) promoting accountability (daily filing of papers).

1/Remarks by Associate Superintendent for Instructional Program Development and Services to participating teachers at first staff development session, January 25, 1979, The Washington Post Building.

Purpose of Study

This study of the Success in Reading and Writing Program which was piloted in 6 schools in Region V during the second semester of School Year 1978-79, serves a two-fold purpose. First, a decision was made before the end of the second semester to expand the program from 18 classes in 6 schools to 72 classes in 23 schools in SY 1979-80. This decision called for data that would be useful in a staff development program enabling administrators and teachers to better understand the Success approach and to implement it more thoroughly. Such data should consider:

(1) the level of implementation by staff during the second semester of the SY 1978-1979.

(2) the extent to which the program is compatible with the CBC thrust of the school system.

Secondly, a phase of the study would deal with the reaction of students and staff to the Success approach to reading and writing in terms of:

(1) student attendance,

(2) student interest (enthusiasm), and

(3) teacher satisfaction.

Hopefully, this study will provide baseline data that will help in bringing about a level of implementation sufficiently high from which an unbiased evaluation of the effectiveness of the program may be obtained as it is implemented for the full school year of 1979-80.

Population

The Success in Reading and Writing Program was to be piloted in 18 classes (6 each of grades 1, 2, and 3) in the following schools located in Region V of the District of Columbia Public Schools:

Participating Schools	Enrollment of 3 classes in "Success" Project 2/
1. Bruce-Monroe	75
2. Clark	57
3. Cleveland	79
4. Garrison	80
5. Harrison	75
6. Lewis	89
Total	455

2/Report to Statistical Unit of Division of Research and Evaluation, Office for Educational Accountability, DCPS, Feb. 1, 1979.

Evaluation Design

Objectives of the Evaluation

The objectives as developed at the outset of the Success in Reading and Writing Project (February, 1979) were as follows:

(1) To measure the increase in the mastery of reading skills objectives from fall '78 to spring '79 of students involved in the Success in Reading and Writing project.

(2) To determine if attendance has improved in classes involved in the project.

(3) To determine if student interest in reading is more evident.

(4) To determine if teachers feel the method is more rewarding and productive than the traditional approach to reading instruction.

The Associate Superintendent for Instructional Program Development and Services, cognizant of the fact that the Success program was being introduced into the 18 classrooms in the second semester of the school year, gave participating teachers the assurance that their class achievement would not be subjected to a comparative evaluation with other classes on a standardized achievement test. He did suggest areas to be observed to obtain some idea of the program's impact: (1) student attendance, (2) student interest and (3) PRT[3/] item analysis.

"Teacher satisfaction" was identified as connected with program impact. A quote from the Success Manual, "The keys to teaching reading and writing have always been, are now, and will always be (1) the teacher and (2) what is taught," [4/] and, the several endorsements of the program made by teachers in Durham, N. C., substantiates this as a pertinent area for assessment.

3/Prescriptive Reading Test for District of Columbia developed cooperatively between school system and McGraw Hill Co.

4/Anne H. Adams and Helen Cappleman, Success in Reading and Writing: Grade 2, (Santa Monica, California: Goodyear Publishing Company, Inc., 1978), p. xv.

Two factors brought about a redirection of effort in the evaluation:

(1) The Success pilot project was not in operation during the first semester of SY 1978-79. During this period many other reading programs were employed in the 18 pilot classes and what their effect had been was unknown. No provision was made to measure the status of the students' reading skills at the beginning of the Success project (second semester). For this reason, the D. C. State Right to Read Director decided that a more profitable undertaking involving the Prescriptive Reading Test would be to find out how the reading skills objectives of the PRT were addressed in the Success manuals.

(2) The decision had been made to expand the Success program into approximately 72 classes in SY 1979-80. The evaluation data could provide useful information in the larger project.

The evaluation objectives are restructured as follows:

(1) To determine whether the reading skills objectives measured by the Prescriptive Reading Test, Levels A, B, C, are covered by the lessons as outlined in Success in Reading and Writing: 1, 2, 3.

(2) The objective for "attendance" remained as heretofore stated: To determine if attendance has improved in the classes involved in the project.

(3) To find out how the Success students' interest in reading is affected by the Success program during the second semester.

(4) To determine the level of teacher satisfaction in implementing the new approach.

The final evaluation design is located in Appendix C.

Instrumentation

The following instruments were developed by the Division of Research and Evaluation in order to assess how effectively the program was implemented, to find out how students and teachers reacted to the Success approach, and to determine the comparability of the skills tested on the Prescriptive Reading Test with the skills as outlined in Success in Reading and Writing: 1, 2, and 3. (See Appendix D.)

(1) Form for correlation of PRT Behavioral Objectives and Skills with those outlined in Success Manuals - utilized by Right to Read Office to show the skills in each of the Success manuals that address the skills objectives tested on the Prescriptive Reading Test, Levels A, B, C, administered to students in the District of Columbia Public School System, fall and spring of the school year.

(2) Attendance Report - utilized to collect data on attendance for 1st and 2nd semesters of students enrolled in the participating classes by the first week of school, fall 1978, through the last week of school, spring 1979.

(3) Student Interest Form - completed by each teacher for children enrolled during the first semester to show what happened to the level of interest in reading during the second semester under the Success approach.

(4) Observation Checklist - utilized by 2 staff members of DRE to collect data on student reaction to program, availability of suggested materials and the suitability of classroom environment.

(5) Staff Questionnaires - one administered February 16, 1979, and a second on June 7, 1979, by DRE to get teacher reaction to staff development, program implementation and effectiveness.

Analysis of Data

1. Correlation of PRT Behavioral Objectives and Skills With Those Outlined in Success Manuals

For three levels of the Prescriptive Reading Test, Levels A, B, and C, each behavioral objective was identified. An attempt was made to find lessons in the Success Manuals: 1, 2, and 3, which would address specifically the identified PRT skill objective. If a particular skill objective was not addressed, suggestions for adaptation of lessons to teach that skill were made.

2. Attendance Report

Data collected consisted of (1) the number of days absent during the first semester and (2) the number of days absent during the second semester for participants and non-participants enrolled from the first week of school throughout the last week of school in grades 1, 2, and 3 of the schools where the Success program was piloted. Percent of attendance was computed for each student for each semester.[5/] This was necessary in that there was an appreciable difference between the number of attendance days possible during the first semester and the second semester. For purposes of this study 89.5 days were used as the possible attendance days during the first semester and 71.5 days during the second semester.[6/] The 71.5 days were obtained by eliminating the period from March 6 - 30 from the study. The teachers' strike commenced on March 6th, and terminated after regular school opening on Thursday, March 29th. It was noted that many students did not return to school until Monday, April 2nd.

5/Percent of attendance (or percent attendance) is the number of days present as a percent of the number of days possible to attend.

6/The school calendar for 1978-79 indicated 89.5 days for the first semester and 90.5 for the second semester.

The statistical analysis will be a t-test to determine if there is a significant difference at the .05 level of confidence between the mean percent attendance figures of the participating and non-participating groups during each of the semesters.

3. Student Interest in Reading

These data were supplied by the Success teachers and were based on their perception of each student's level of interest in reading during the first semester (when the Success program was not in operation) and what happened to each student's level of interest during the second semester (when the Success program was being implemented).

This analysis is presented in percentages of students characterized as having "good", "average", or "poor" levels of interest during semester 1 and percentages of each group "increasing" their interest level, remaining "constant", or "decreasing" their interest level in semester 2.

4. Observation Checklist of Classroom Environment and Student Behaviors During Implementation of Success Program

Data were recorded by 2 observers from the Division of Research and Evaluation concerning presence or absence of key elements of the Success program in the classroom environment. Other observations centered on student responses and the approximate number of lessons that had been taught as of the date of the observation.

Checklists, frequency tables and percentages are utilized to present these data.

5. Staff Questionnaires

Questions solicited information concerning teachers' understanding and satisfaction with the Success method and the level of implementation at which the teacher operated. As an evaluative instrument, the questionnaire provided data that would be useful in (1) staff development procedures and (2) in the assessment of teacher reaction to the Success method. The data obtained were tallied and the results computed into frequencies, rankings, and/or precentages of responses.

Limitations

1. "Attendance" data - All attendance data for one project school were omitted because data for comparable group of non-participants at that school were not available to evaluator. Attendance data for only one of the two grade 3 classes of non-participants at one project site were obtainable. This school was included in computation comparing percent attendance of Success participants and non-participants.

2. "Interest" data - Results were based on teacher opinion and evaluation team opinion only, and collected only for pilot participants.

3. Observations - Data recorded were based on one visit to a class by DRE evaluation team. After each observation the team reviewed and resolved any differences in observation recorded.

Presentation and Discussion of Findings

Objective 1 - To determine whether the reading skills objectives measured by the Prescriptive Reading Test, Levels A, B, C, are covered by the lessons as outlined in the manuals, Success in Reading and Writing: 1, 2, and 3.

The D. C. State Right to Read Director conducted a study of the comparability or reading skills objectives as tested on the PRT, Levels A, B, C, and as outlined in the teachers' manuals, Success: 1, 2, and 3. Examples of the matching of the PRT skills objectives and the Success lessons that applied to their acquisition are to be found in Appendix E.

An examination of the 3 documents resulting from the above-mentioned study revealed the following:

1. PRT Skills Objectives, Level A

   The PRT skills objectives for level A number 20. Of these 19 were identified as being covered by lessons named in the Success manual, grade 1. Only 1 of the skills objectives was determined not to be taught as stated. However, it was noted that there were opportunities for developing this skill within the structure of the Success program.

2. PRT Skills Objective, Level B

   At level B, there are 42 skills objectives. Of these, 36 were shown as having specifically defined lessons to address them in the manual, Success: 2. They are:

   1-2; 4-13; 15-24; 28-29; and 31-42

   There was no specific lesson identified as addressing the following items:

   3; 14; 25-27; 30

   The study did make suggestions, however, about the teaching of these skills in certain modules. It is noted that item 25 on the PRT, Level B, was met through lessons in the manual, Success: 1.

3. PRT Skills Objectives, Level C

> At level C, 34 of the 36 PRT skills objectives were shown as being addressed by specified lessons in Success: 3. All modules were suggested as providing opportunities for teaching and reinforcing the other 2 skills.

The purpose of the comparative analysis between the skills objectives measured by levels A, B, and C of the PRT and the instructional content of the Success program is to determine how the program fits within the framework of the competency-based curriculum being implemented system-wide. This knowledge is significant in that the decision had been made to extend the program into other school regions. Teachers would be appraised of how the Success program's lessons are in alignment with the stated reading objectives of the school system.

Objective 2 - To determine if attendance improved in the classes involved in the project.

Attendance was utilized as one of the measures of program impact. Attendance data were collected by semester (school year 1978-79) for 321 participating students and for 479 non-participating students in grades 1-3 in 5 of the schools where the Success program was being piloted. Rate of attendance was computed for the two groups by grade for each semester. Rate of attendance declined for the second semester in every instance.

Table 1

A Comparison of Percent Attendance for Semesters I and II of Success Program Participants and A Comparable Group of Non-Participants, by Grade

Group	Mean Percent Attendance		Mean Difference =
	Semester I	Semester II	Sem. II Minus Sem. I
Grade 1			
Success	93.2	92.7	-0.5
Comparison	91.9	90.4	-1.5
Grade 2			
Success	94.7	92.5	-2.2
Comparison	93.2	90.1	-3.1
Grade 3			
Success	93.8	92.1	-1.7
Comparison	94.1	91.5	-2.6
Grade 1-2-3			
Success	93.9	92.5	-1.4
Comparison	93.1	90.7	-2.4

The decline in the rate of attendance figure was somewhat less for the Success program participants than for the non-participants at each grade level. Therefore, a t-test between the mean rate of attendance of the two groups for each of the semesters was computed. For the first semester the difference was not found to be significantly different.

A t-test computation between the mean rate of attendance of the two groups for the second semester, however, showed a statistically significant difference at grades 1, 2, and the three grades combined. See Table 2 that follows:

Table 2

Means and t-Scores of Percent Attendance for Semesters I and II of Success Program Participants and a Comparable Group of Non-Participants, By Grade Level

School Year 1978-79

	Success Group			Comparison Group				
Grade	No.	Mean % Attendance	Std. Dev.	No.	Mean % Attendance	Std. Dev.	t	p
SEMESTER I								
1	106	93.2	7.05	161	91.9	7.05	1.43	0.15
2	98	94.7	7.86	147	93.2	7.28	1.49	0.14
3	117	93.8	7.66	171	94.1	7.71	-0.22	0.83
1-3	321	93.9	7.53	479	93.1	7.54	1.51	0.13
SEMESTER II								
1	106	92.7	8.71	161	90.4	8.22	2.77	0.03*
2	98	92.5	8.98	147	90.1	10.29	1.96	0.05*
3	117	92.1	9.49	171	91.5	9.45	0.54	0.59
1-3	321	92.5	9.06	479	90.7	9.33	2.63	0.01*

*Statistically significant difference

These data indicate that although attendance of Success participants did not improve in the second semester over the first semester, rate of attendance for the second semester for the Success group was significantly better than that for a comparable group of non-participants.

Objective 3 - To find out how the Success students' interest in reading is affected by the Success method during the second semester.

The purpose of this objective was to gauge the impact of the Success program on student interest in reading. Teachers participating in the project were relied upon to supply the data. For each student the teacher was asked to identify the level of interest exhibited during the first semester and tell what happened to that level of interest during the second semester when the Success program was being implemented. Table 3 presents a summary.

Table 3

Number and Percent of Success Students by Level of Interest for First Semester and by Type of Response Exhibited During Second Semester SY 1978-79

Response 2nd Semester	Students Reported by Level of Reading Interest - First Semester						Total	
	Good		Average		Poor			
	#	%	#	%	#	%	#	%
Increased	139	85.2	119	73.0	61	58.6	319	74.2
No Change	20	12.3	40	24.5	32	30.8	92	21.4
Decreased	4	2.5	4	2.5	11	10.6	19	4.4
		100.0		100.0		100.0		100.0
Total	163	37.9	163	37.9	104	24.2	430	100.0

Of the 430 students reported by Success teachers, 37.9 percent were considered to have had a "good" level of interest in reading, another 37.9 percent, an "average" level of interest and 24.2 percent a "poor" level of interest during the first semester. After exposure to the Success approach 74.2 percent of the 430 students showed an increased interest in reading whereas 21.4 percent showed no change and 4.4 percent a declining interest.

Focusing on the 104 students reported as having a "poor" level of interest the first semester, it is observed that 61 or 58.6 percent increased their level of interest during the second semester. This suggests that better than half of the students who showed little or no interest in reading while being taught in the conventional manner exhibited more interest in reading under the Success approach.

The reaction of Success students to the program as reported by grade follows in Tables 4, 5, and 6.

Table 4

Number and Percent of Success Students by Level of Reading Interest for First Semester and by Type of Response Exhibited During Second Semester, SY 1978-79

Grade 1

Response 2nd Semester	Students by Level of Interest - First Semester						Total	
	Good		Average		Poor			
	#	%	#	%	#	%	#	%
Increased	53	94.0	44	81.4	22	55.0	119	79.3
No Change	3	6.0	9	16.7	12	30.0	24	16.0
Decreased	0	0.0	1	1.9	6	15.0	7	4.7
		100.0		100.0		100.0		100.0
Total	56	37.3	54	36.0	40	26.7	150	100.0

Table 5

Number and Percent of Success Students by Level of Reading Interest for First Semester and by Type of Response Exhibited During Second Semester, SY 1978-79

Grade 2

Response 2nd Semester	Students by Level of Interest - First Semester: Good #	Good %	Average #	Average %	Poor #	Poor %	Total #	Total %
Increased	48	92.3	42	77.8	21	61.7	111	79.3
No Change	4	7.7	10	18.5	9	26.5	23	16.4
Decreased	0	0.0	2	3.7	4	11.8	6	4.3
		100.0		100.0		100.0		100.0
Total	52	37.1	54	38.6	34	24.3	140	100.0

Table 6

Number and Percent of Success Students by Level of Reading Interest for First Semester and by Type of Response Exhibited During Second Semester, SY 1978-79

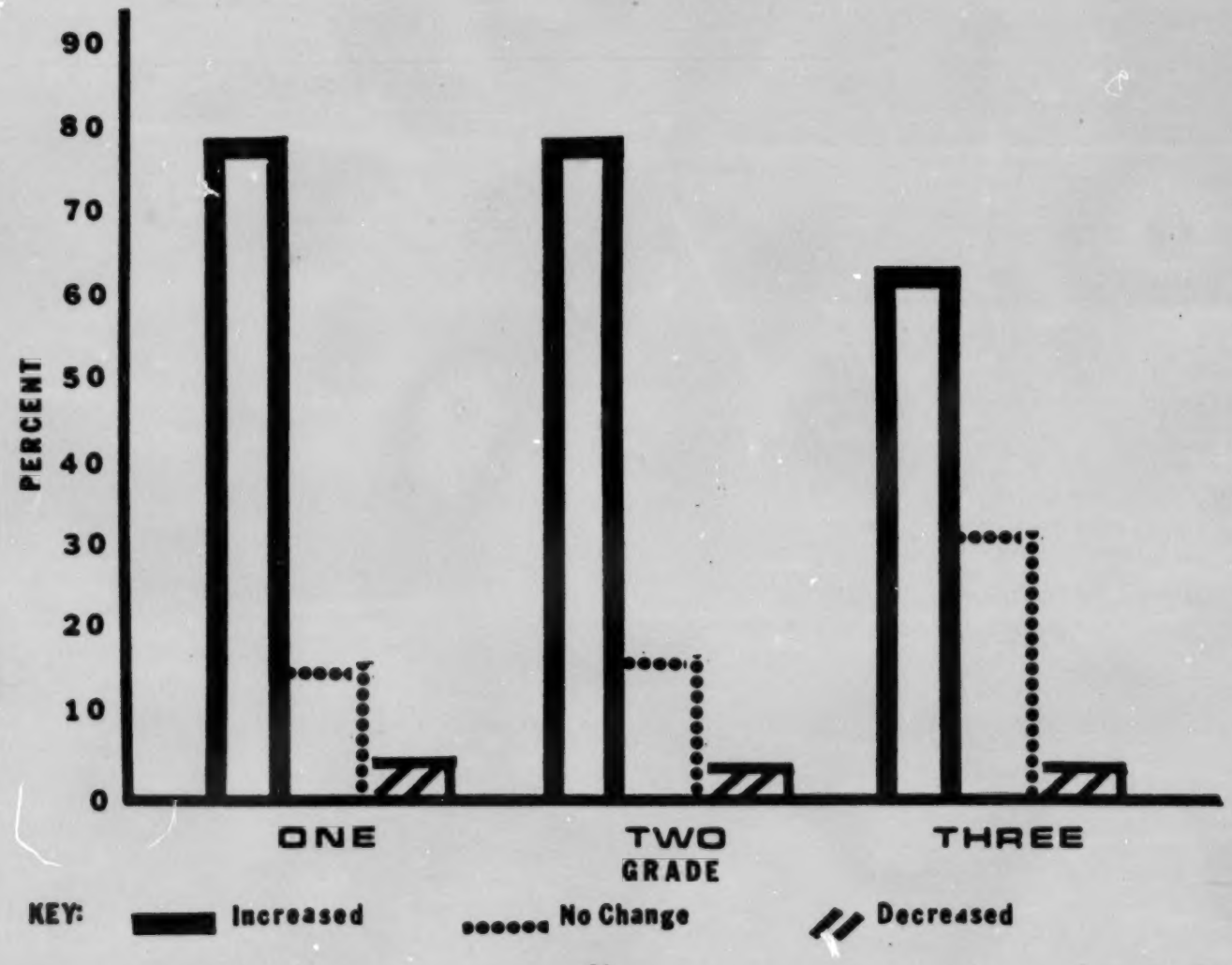
Grade 3

Response 2nd Semester	Students by Level of Interest - First Semester: Good #	Good %	Average #	Average %	Poor #	Poor %	Total #	Total %
Increased	38	69.1	33	60.0	18	60.0	89	63.6
No Change	13	23.6	21	38.2	11	36.7	45	32.1
Decreased	4	7.3	1	1.8	1	3.3	6	4.3
		100.0		100.0		100.0		100.0
Total	55	39.3	55	39.3	30	21.4	140	100.0

At grades 1 and 2, seventy-nine percent of the Success students were reported as showing an increased level of interest in reading during the second semester when the Success program was operative. At grade 3, the percentage showing an increase was not as impressive, being 63.6 percent. The percentage showing "no change" at grade 3 was about twice that of grades 1 and 2. Less than 5 percent of the students at each grade level showed a declining interest. (See Figure 1.)

Figure 1

Percent of Success Students by Type of Reading Interest Response Exhibited During Second Semester (Grades 1, 2, and 3)



Data on student interest were derived from the "Classroom Observation Checklist," also. Two observers from the Division of Research and Evaluation during a period of observation of each Success class counted the number of students present and the number, in their judgement, showing enthusiasm or interest about what was going on. The findings from these observations are as follows:

Table 7

Number and Percent of Students Showing Enthusiasm
During Observations of Success Classes

	Grade Level			
	1	2	3	Total
No. of Students Present	131	126	130	387
No. of Students Showing Enthusiasm	119	126	119	364
Percent of Students Showing Enthusiasm	90.8	100.0	91.5	94.1

These data are the result of one observation per class. Grade 2 classes, on the day of observation, showed 100 percent of the students as enthusiastic about the class activities. Overall, 94.1 percent of the students appeared interested in the Success lesson being taught at the time of the observations.

These findings concerning the interest of Success students take on added significance when viewed in the light of the August, 1979, report released by the District of Columbia Public Schools, "Evaluation of Outcomes, 1977-78: An Evaluation System Report on Reading Programs and Reading Achievement." Based on data consistent over a period of three

years, it was found that classes in which students have a higher average interest in reading and in which students do greater amounts of outside reading have higher posttest scores in reading. There followed a recommendation that "it would seem appropriate to inform teachers that they should do whatever is possible to increase the level of students' interest in reading and encourage students to engage in as much outside reading as possible."

Objective 4 - To assess teacher satisfaction with the Success method of teaching reading and writing.

Two sources of data were utilized to gauge "teacher satisfaction" with the Success program: (1) Teacher (Staff) Questionnaires and (2) Classroom Observation Checklists.

Teachers were queried about the advantages they found in using the Success approach. Of the 17 respondents to the "Teachers Questionnaire" administered June 7, one hundred percent listed some advantage that they had found in its use.

Table 8

A Summary of Advantages In Using the Success Method Listed by Participating Teachers

I. Advantages for Students	
A. Promotes Attainment of Cognitive Skills (Reading and Writing Vocabulary)	10
B. Promotes Self-Concept Development	10
C. Promotes Increased Interest	8
II. Advantages for Teachers	
A. Provides Ready Lesson Plan	5
B. Promotes Easier Class Management	6
C. Uses Inexpensive Materials	4
Total	43

In citing advantages, the teachers mentioned most often those things which implied the cognitive and affective development of the students. The ready lesson plan and the easier class management, decided advantages to teachers, were cited frequently. For the full statements of teachers, see Appendix F.

On the other hand, when teachers were asked to list the disadvantages they encountered in using the Success approach, three did not respond at all, and one stated, "none." The disadvantages cited by the remaining 13 are summarized as follows:

Table 9

A Summary of the Disadvantages in Using the Success Method As Cited by Participating Teachers

I.	Problems With Time	
	A. Modules Too Short	4
	B. Lessons Too Long	1
II.	Need for Additional Personnel	3
III.	Need for Books and Manuals	2
IV.	Not Suited to Learning Styles of all Students	2
V.	Problems in Word Attack and Comprehension Skills	2
VI.	Additional Problems	
	A. Loss of Creativity	1
	B. Inability to Cope With Noise Level	1
	C. Scheduling of Title I Children and Special Program Teachers	2
	Total	18

The problems cited most frequently by the 13 respondents had to do with the scheduling of time. The second dealt with a need for additional personnel in implementing the approach. The statements as given by the teachers are transcribed in their entirety in Appendix G.

The number of times advantages were listed exceeded the number of times disadvantages were listed by 25.

Data recorded from the "Teacher Questionnaire" were based on teacher opinion. The data that follow were recorded from observations conducted by a 2 member team from the Division of Research and Evaluation. It will show the extent to which "key elements" of the Success program were in evidence. Implementation of "key elements" in the program is construed here as tangible evidence of teacher involvement and satisfaction with the program. From a checklist on which was recorded the presence or absence of selected "key elements," the following three tables were derived.

Table 10

OBSERVATIONS OF SELECTED KEY ELEMENTS IN CLASSROOM ENVIRONMENT OF SUCCESS CLASSES

GRADE ONE LEVEL

Date	*Schedule Posted	Arrangement Convenient for Instruction		Charts*				
		Whole Class*	Individualized*	15 or More	Easily Accessible	Words	Word Clusters	Sentences
(1) 4/18	No	Yes	Yes	Yes	Yes	Yes	No	N/A
(2) 5/ 1	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
(3) 5/ 2	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A
(4) 5/ 3	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
(5) 5/ 4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A
(6) 5/14	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

*Key element in program.

No - Indication that evidence of the named element would have been preferable.

N/A - Not required in lesson observed.

Table 11

OBSERVATIONS OF SELECTED KEY ELEMENTS IN CLASSROOM ENVIRONMENT OF SUCCESS CLASSES

GRADE TWO LEVEL

Date	*Schedule Posted	Arrangement Convenient for Instruction		Charts *				
		Whole Class*	Individualized*	15 or More	Easily Accessible	Words	Word Clusters	Sentences
(1) 5/ 1	Yes	No	Yes	Yes	Yes	Yes	Yes	N/A
(2) 5/ 2	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A
(3) 5/ 3	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
(4) 5/ 4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A
(5) 5/14	Yes	No	Yes	Yes	No	Yes	Yes	N/A
(6) 5/17	No	Yes	Yes	Yes	Yes	Yes	No	N/A

*Key element in program.

No - Indication that evidence of the named element would have been preferable.

N/A - Not required in lesson observed.

Table 12

OBSERVATIONS OF SELECTED KEY ELEMENTS IN CLASSROOM ENVIRONMENT OF SUCCESS CLASSES

GRADE THREE LEVEL

Date	*Schedule Posted	Arrangement Convenient for Instruction		Charts*				
		Whole Class*	Individualized*	15 or More	Easily Accessible	Words	Word Clusters	Sentences
(1) 5/ 2	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
(2) 5/ 3	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
(3) 5/ 3	Yes	No	Yes	No	Yes	Yes	No	No
(4) 5/ 4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
(5) 5/14	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
(6) 5/17	No	Yes	Yes	No	Yes	Yes	Yes	No

*Key element in program.

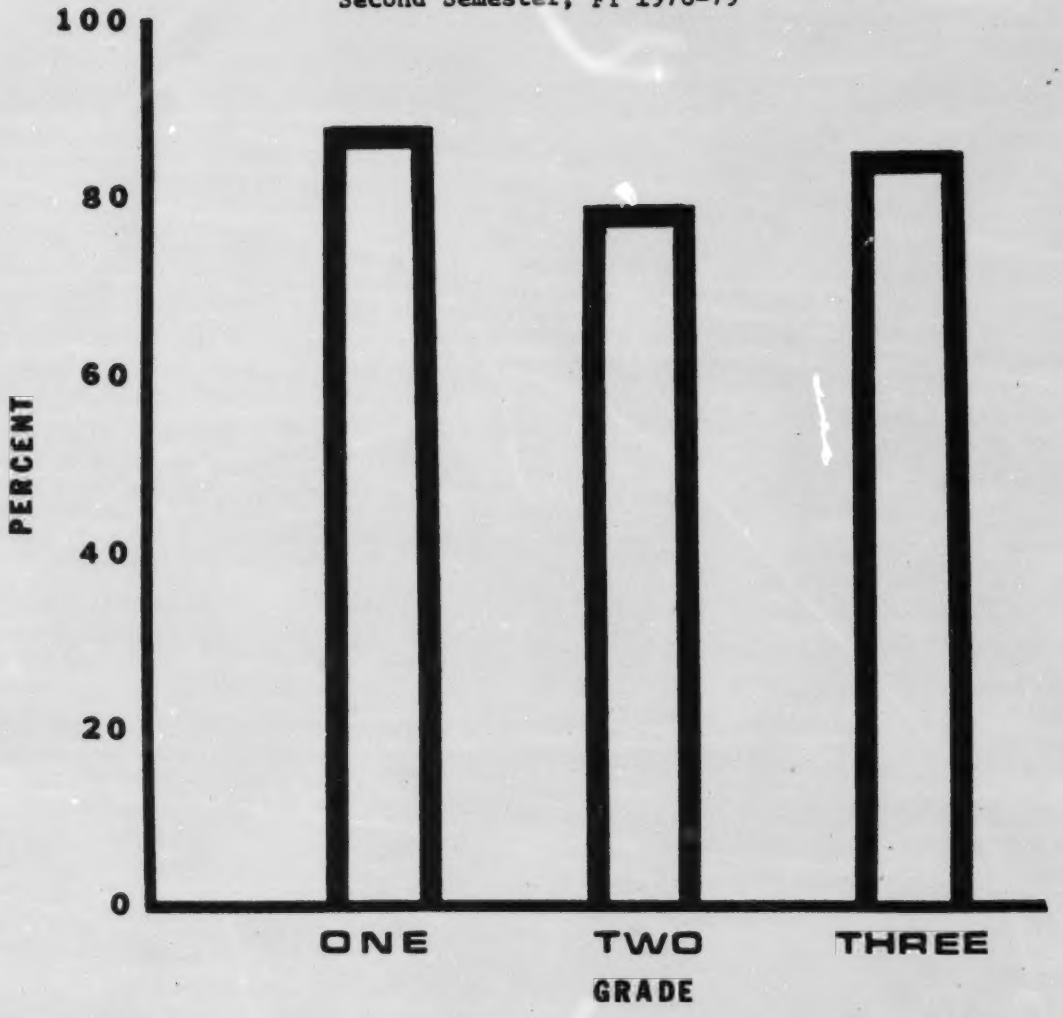
No - Indication that evidence of the named element would have been preferable.

At grade one, 4 of the 6 teachers had implemented "key elements" in all instances where the key element was desirable. Three of 6 teachers at both grade 2 and grade 3 had implemented "key elements" across the board. Thus, over half of the participating teachers had implemented the key elements listed in Tables 10, 11, and 12.

These results show that "key elements" recorded by the DRE team were in place 79 percent of the time in grade 2 classes, 85 percent in grade 3 classes, and 88 percent in grade 1 classes.

Figure 2

Percentage of Times "Key Elements" Were in Evidence During Observation of the Success Pilot Classes, Second Semester, FY 1978-79



A question growing out of the observations was the reason for the wide gap in the lesson numbers between classes. Given a calendar of the second semester and taking into account snow days, holidays and the length of the teachers' strike, it was determined that on the date of observation the lesson which should have been observed was approximately as follows:

Date of Observation	Expected Lesson	
	If Strike Observed	If Strike Not Observed
4-18	32	51
5- 1	41	60
5- 2	42	61
5- 3	43	62
5- 4	44	63
5-14	50	69
5-17	53	72

Using the above data, it was found that the following number of Success classes were within 5 lessons (plus or minus) of the expected lesson on the date of the observation.

	Grade			
	1	2	3	Total
Number of Classes	4	2	3	9

The number of classes being taught within 10 lessons (plus or minus) of the expected lesson were:

	Grade			
	1	2	3	Total
Number of Classes	4	4	4	12

These data indicate that at least one-half of the classes were performing a lesson within 5 lessons (plus or minus) of the expected lesson. At least two-thirds of the classes were performing a lesson plus or minus 10 lessons of the expected lesson. Six classes were

beyond 10 lessons (plus or minus) of the expected lesson (whether the strike were observed or not observed). The reason for this situation is not clear.

Although 13 of the 16 teachers responding to the February 16th questionnaire indicated that they were assigned or requested by their principals to participate in the Success project, 17 or 100 percent of the teachers responding to the June 17th questionnaire stated that they would definitely volunteer to continue participation in the Success in Reading and Writing Program for SY 1979-80. As of the fall, 1979, sixteen of the 18 pilot teachers were continuing in the project in grades 1-3. The 2 teachers transferred to other grades expressed a desire to continue use of Success materials at their current levels on a modified basis.

Eleven of the 17 teachers (June 7th questionnaire) responded to the "additional comments" item. These are transcribed as stated by the teachers in Appendix H . This following quote is indicative of exceptional teacher satisfaction: "I am happy that I have another year as a participant in the Success Program. Because of the growth that I have seen in pupils and myself in just one semester, I am most anxious to see what one full year will bring."

Conclusions

The Success in Reading and Writing Program was piloted for the second semester (January 29 - June 14, 1979) in 6 schools of Region V in the District of Columbia Public Schools. There were 18 classes with an approximate enrollment of 450 students. The eighteen classes were located in 6 different schools, - each school having a first, second, and third grade class. Five of the six schools were receiving Title I services.

The following conclusions are drawn in relation to the evaluation objectives as stated:

1. To determine whether the reading skills objectives measured by the Prescriptive Reading Test, Levels A, B, C, are covered by the lessons as outlined in Success in Reading and Writing: 1, 2, 3.

   Of 98 skills objectives tested by the PRT at grades 1, 2, and 3, ninety-one were identified as being correlated with lessons in the manuals, Success in Reading and Writing: 1, 2, and 3. The remaining seven skills, it was determined, could be met within the framework of the program through planning by the teacher.

2. To determine if attendance improved in the classes involved in the project.

   From the first to the second semester, rate of attendance, which is defined as the total number of days present as a percent of the total number of day of possible attendance, declined for both Success participants and a comparable group of non-participants. The downward trend, however, was less pronounced for the Success group. A t-test indicated no significant difference in rate of attendance between the Success participants and the non-participants during the first semester. In the second semester, however, there was a significant difference in rate of attendance between the two groups for grades 1 and 2, and for grades 1, 2, and 3 combined.

3. To find out how the Success students' interest in reading is affected by the Success program during the second semester.

According to the teachers' ratings three-fourths of all the students in the Success classes, grades 1, 2, and 3, had a higher level of interest in reading in the second semester as compared to the first semester. At grades 1 and 2, four-fifths of the students exhibited increased interest; at grade 3, two-thirds of the students.

The data recorded by the DRE team corroborate the data based on teacher judgement that the majority of the Success students exhibited interest in reading during the implementation of the Success program.

4. To determine the level of teacher satisfaction in implementation of the new approach.

Advantages to be found in the use of the Success method were listed by 100 percent of the 17 respondents to the June 7th questionnaire administered to teachers by DRE. Advantages were cited 43 times.

About three-fourths of the 17 respondents listed disadvantages. Disadvantages were cited 18 times.

The number of times advantages were cited exceeds the number of times disadvantages were cited by 25.

Whereas but 3 of the 16 respondents on the February 16th teachers' questionnaire said that they volunteered to participate in the Success Pilot Project, all (17) of the respondents on the June 7th questionnaire indicated that they would definitely volunteer to participate as Success program teachers for SY'79-'80.

Selected "key elements" of the Success program were observed in the 18 classroom environments as follows:

Key Element	Times Observed	
	Number	Percent of 18
Posted schedule	15	83
Convenient arrangement:		
(a) whole-class instruction	14	78
(b) individualized instruction	18	100
Charts:		
(a) at least 15	16	89
(b) easily accessible	17	95
(c) with words	18	100
(d) with word clusters	15	83
(e) with sentences	7	7/

7/Charts with sentences were expected only in the 6 classrooms at grade 3.

Two-thirds of the classes were performing a lesson in the manual within 10 lessons of the expected lesson on the date of the observation. The following circumstances perhaps had an influence in the remaining one-third of the classrooms:

(1) Although it was the beginning of the second semester, lesson 1 in the Success Manual was to be used to begin the program.

(2) Whether all skills to be tested on the Prescriptive Reading Test in the spring, 1979, were addressed in the first-half of the Success manual had not been determined.

Therefore, some teachers may have been concerned that there was not enough time to progress sequentially through the manual to cover all of the lessons, and selected those lessons which reflected skills contained in the PRT.

From the data collected some decisions were made as to the needs of teachers in the area of staff development for SY 1979-80.

Four of the 6 teachers at first grade level indicated that they had difficulty in implementing the Patterning Module. The module is taught in first grade only, during the first half of the year, lessons 1-90, at which time 113 sound symbols are emphasized.

Three teachers had indicated that they used additional phonics programs in conjunction with the Success program. One teacher listed as a disadvantage the inability of students to identify beginning and ending sounds and the lack of emphasis in the Success program of long and short vowels. From these data it appears that the development of word attack skills has presented problems for some teachers.

Data collected from the "Classroom Observation Checklist" suggest a need to determine levels of implementation for classes participating in the Success program. The extent to which each class makes use of "key elements" would be useful in any future evaluation.

Recommendations

The evaluation of the Success in Reading and Writing Pilot Project disclosed some interesting aspects of its implementation and is intended to provide baseline data for a more comprehensive evaluation of the program in SY 1979-80. Thus, it is recommended that:

1. The program be appointed a director to carry out the management of the project.

2. The teachers in the program be given additional support in terms of staff development and materials.

3. Participation in the program be on a voluntary basis.

4. Participants be led to understand the importance of "key elements" in the implementation of the program.

5. In the evaluation for SY 1979-80, sufficient monitoring be effected so that levels of implementation such as: high, average, and low or acceptable and non-acceptable can be determined for the purpose of analyzing outcomes.

6. The achievement of Success classes be compared not only with a comparable group of non-participants, but that there be a comparison between the Success classes based on level of implementation.

7. The use of the Success method be explored with other grade levels, especially with students in the transition program at the junior high level.

8. The Success classes in schools which are a part of the Evaluation System of the D. C. Public Schools be studied in terms of interest levels to determine if Success students' interest in reading has improved and is greater than non-Success students.

9. Success classes in schools which are a part of the Evaluation System be compared with comparable classes in the system on attendance and achievement.

10. Teachers study the documents correlating the reading skills objectives of the PRT and the Success lessons in staff training sessions so that ways may be explored to teach the skills not specifically delineated in the Success manuals.

11. The Success teachers of grade 1 classes be given more in-depth training in the implementation of the Patterning Module.

12. The second grade students be provided with the workbook, Phonics Helper Stories, which is recommended as a part of the core program for that grade.

As a result of other data collected on the Observation Checklist but not reported as a part of the report, it is recommended that:

13. Participating teachers make a serious effort to teach all four modules each day. At first grade level, 5 modules be taught each day during the first-half of the school year.

14. Teachers make a serious effort to adhere to the module schedule of 30 minutes each, for a lesson period of 2 hours (2½ hours for grade 1 during first-half of the school year).

15. Teachers make a serious effort to make contact with each child during the period of the module devoted to writing, whether it be copying, or writing factual and/or creative materials.

APPENDIX A

The following give examples of a one-day program for grades 1, 2. and 3.

Example I

Grade I

Lesson I

Time	Module	Activity
9:15 - 9:45	Phonics/Spelling - r	Write on chart paper word clusters suggested by the students that contain r. Pronounce each word. Students write the letter r and words containing r. Discuss the meanings. Ex.: raise your hand, a hard rock, fire truck siren. Students date and file papers. Display chart in classroom.
9:45 - 10:15	Language Experience-Environment: Houses	Write on board word clusters suggested by students concerning houses. Students cut a picture of a house and label its parts. Example of vocabulary: slanted roof, red brick chimney, patio door. Students begin a story about houses. Students date and file papers.
10:15 - 10:45	Academic, Cultural Arts, and Current Events Reading-Newspapers: L,l.	Students cut or tear the letters L, l, and words containing these letters from the newspaper. Paste. Check each student for recognition of L,l. Students date and file papers.
10:45 - 11:00	Rest Period	
11:00 - 11:30	Patterning - hŏ.	Write on chart paper different endings for words beginning with hŏ. Ex.: hop, hockey, honk, hospital. Stress Emphasis: Vocal stress on one word near beginning of sentence. Display chart in classroom.
11:30 - 12:00	Recreational Reading - Library Books	Help individual students find and pronounce words in library books that contain p.

Source: Anne H. Adams, Success in Beginning Reading and Writing: The Basal Concept of the Future, (Santa Monica, Calif.: Goodyear Publishing Company, Inc., 1978), p. 6.

Example II

Grade 2

Lesson I

Time	Module	Activity
9:15 - 9:45	Phonics/Spelling	Letters to be studied, b, c. Students give expamples of: single, one-syllable words (Minimum of 10 with each letter)
9:45 - 10:15	Academic, Cultural Arts, Current Events Reading	Area: Science Global Reading Theme: Locating Information about animals. Material: Science textbooks, non-fiction books. Writing Assignment: List animals and information found about each.
10:15 - 10:45	Language Experience	Theme: Writing About Fun Segment Writing: Any topic. May be related to the theme. Writing Skill: List. Proofreading Thrust: Name and date on paper correctly.
10:45 - 11:00	Rest and Relaxation	
11:00 - 11:30	Recreational Reading	In individual teacher-student conferences, decode and discuss words containing "b".

Source: Anne H. Adams and Helen Cappleman, Success in Reading and Writing: Grade 2, (Santa Monica, California: Goodyear Publishing Company, Inc., 1978), p. 3.

Example III

Grade 3

Lesson I

Time	Module	Activity
9:15 - 9:45	Decoding in Context	Phase I: Lessons 1 - [illegible] Spelling Emphasis t Grammer Emphasis common nouns science
9:45 - 10:15	Research Practicum	Cycle I: Current Events Theme: People in the News Materials: Newspapers Reading Skills: Association of information Read about people and write names and titles.
10:15 - 10:45	Composition Fluency/Accuracy	Phase I (Lessons 1 - 90) Cycle I Theme: Classification of Like Items Sub-theme: Things seen on the way to school. Mode: Lists Proofreading Thrust: Spelling of some words on list.
10:45 - 11:00	Rest and Relaxation	
11:00 - 11:30	Recreational Reading	Skill Focus I Locating title of book

Source: Anne H. Adams and Helen Cappleman, Success in Reading and Writing: 3 (Santa Monica, California: Goodyear Publishing Company, Inc.) pp. 4-5.

APPENDIX B

Level of Implementation Checklist

Success in Reading and Writing Project

School _____ Date _____

Teacher _____ Grade _____ Enrollment _____

Lesson No. _____ Number Present _____ Time of Observation _____

Module Observed

( ) Phonics/Spelling
( ) Language Experience
( ) Academic, Cultural Arts and Current Events Reading
( ) Patterning
( ) Decoding in Context
( ) Composition/Fluency Accuracy
( ) Research Practicum
( ) Recreational Reading

Key Elements

	Yes	No
1. Schedule posted	( )	( )
2. Whole class instruction	( )	( )
3. Individualized instruction (contact with each child)	( )	( )
4. Charts (15 or more)	( )	( )
(a) accessible and readable	( )	( )
(b) of words	( )	( )
(c) of word clusters	( )	( )
(d) of sentences	( )	( )
5. Use of printed materials	( )	( )
(a) newspapers	( )	( )
(b) magazines	( )	( )
(c) library books	( )	( )
(d) dictionaries	( )	( )
(e) textbooks (science( ), math( ), social studies ( ), music ( ))	( )	( )
(f) maps	( )	( )
(g) encyclopedia	( )	( )
(h) telephone books	( )	( )
(i) catalogues	( )	( )
(j) charts	( )	( )
(k) comic books	( )	( )
(l) other _____ (specify)	( )	( )

Level of Implementation Checklist

	Yes	No
6. Writing Activities		
(a) words	( )	( )
(b) factual information	( )	( )
(c) creative	( )	( )
(d) other_____ specify	( )	( )
7. Communicating with partners	( )	( )
8. Conference with teacher	( )	( )

Teacher _____ Grade _____

Student Behaviors

	Number of Students
Participation in Pre-discussion	
Suggesting vocabulary _____	
Other _____ Specify	
Participation in Follow-up Activity	
Looking for letters _____	
words _____	
pictures _____	
other _____ Specify	
Writing _____	
Proofreading work _____	
Filing of Papers _____	
Evidence of student enthusiasm _____	
Additional Comments _____	
_____	
_____	

_____
Name of Observer

APPENDIX C

Evaluation Design for Success Program
Second Semester School Year 1978-79
(Revised)

	1. To determine whether the reading skills objective measured by the Prescriptive Reading Test, Levels A, B, C, are covered by the lessons as outlined in Success in Reading and Writing: Grade 1, 2, and 3.	2. To determine if attendance has improved in the classes involved in the project.	3. To find out how the Success students' interest in reading is affected by the Success program during the second semester.	4. To determine the level of teacher satisfaction in implementing the new approach.
Objective				
Method	By comparing PRT skills objectives with lesson plans as outlined in the Success manuals.	By recording days absent for each semester separately of project students and of comparable students who were enrolled continuously in their classes from the beginning to the end of school. By comparing the differences in the percent attendance rate of the project and comparison students.	Through observation (teacher and evaluation team), note changes in project students' reading activity behaviors from the first semester to the second semester.	By interpreting and analyzing data recorded by teachers concerning working conditions, and effectiveness of new teaching method and materials. Through observations (DRE team), note classroom environment and record presence of key elements which reflect the new approach.
Instrument	Matching of PRT Behavioral Objectives With Skills Outlined in Success in Reading and Writing Program. (See Attachment 1)	Attendance Record Form (See Attachment 2)	Classroom Observation Checklist (Attachment 3) Student Interest Inventory (Attachment 4)	Teacher Questionnaire (Attachment 5) Classroom Observation Checklist (Attachment 3)
Population		The grade 1, 2, and 3 project class and comparable classes of the same grade in each of the project schools.	The grade 1, 2, and 3 project class in each of 6 project schools.	Teachers of project classes.

Prepared by
Division of Research and Evaluation
April 1979

APPENDIX D

CORRELATION OF PRT BEHAVIORAL OBJECTIVES AND SKILLS WITH THOSE OUTLINED IN SUCCESS MANUALS

Attachment 1.

Attendance Record

School _____ Grade _____

Teacher _____

Name of Student	# Days Absent 1st Semester	# Days Absent 2nd Semester

OBSERVATION CHECKLIST

For Classes in the Success in Reading Project

School _____ Date _____

Teacher _____ Grade _____

Module Observed _____ Enrollment _____
Present _____

	Number of Students
Participation in Pre-discussion	
Suggesting vocabulary	
Other	
(Specify)	
Participation in Follow-up Activity	
Looking for words	
in newspaper	
in magazines	
other	
(Specify)	
Writing words or factual materials	
Writing creative materials	
Proofreading Thrust	
Filing of Papers	

Additional Comment _____

_____

_____

_____
(Name of Observer)

Attachment 2

Part I

Observation Checklist for Student Behaviors in Classrooms Participating in Right to Read's Success in Reading Program

School _____ Grade _____

Teacher _____ Time _____

Class Enrollment _____ Number in Attendance _____

Module Observed

( ) Phonics/Spelling
( ) Language Experience
( ) Academic Cultural Art and Current Events Reading
( ) Patterning
( ) Decoding in Context
( ) Composition/Fluency Accuracy
( ) Research Pacticum
( ) Recreational Reading

Student Behaviors	Number of Students (Tally)
1. Suggest vocabulary	
2. Performing follow-up	
3. Communication between partners	
4. Utilization of room charts	
5. Utilization of dictionary	
6. Utilization of newspaper	
7. Utilization of magazines	
8. Utilization of telephone book	
9. Utilization of other textbooks	
10. Conference with teacher	
11. Working independently	
12. Filing of classwork in folder	
13. Reading of library books	
14. Show of enthusiasm	
15. Proofreading thrust	
16. Utilization of encyclopedia	

Student Behaviors	Number of Students (Tally)
17. Reading of comic books	
18. Writing of creative materials	
19. Writing of factual materials	
20. Other (specify)	

Part II Classroom Environment: Success in Reading Program

	Yes	No
1. Arrangement convenient		
a. whole-class instruction	( )	( )
b. individualized instruction	( )	( )
2. Charts		
a. 15 or more	( )	( )
b. easily accessible and readable	( )	( )
c. of words	( )	( )
d. of word clusters	( )	( )
e. of sentences	( )	( )
3. Kinds of printed materials		
a. library books	( )	( )
b. newspapers	( )	( )
c. magazines	( )	( )
d. catalogues	( )	( )
e. telephone books	( )	( )
f. encyclopedia	( )	( )
g. comic books	( )	( )
h. charts	( )	( )
i. textbooks (science, math, social studies, music)	( )	( )
j. dictionaries	( )	( )
k. maps	( )	( )
l. other	( )	( )

4. Comments _____

_____

_____

Student Interest in Reading

To the Teacher: Your opinion is highly valued as to the interest your students have in reading. You are asked to check the level of interest each student showed during the first semester and what has happened to that level of interest during the second semester.

Name of Student	First Semester Level of Interest			Second Semester Current Status		
	good	Average	Poor	Increased	No change	Decreased

62

63

Attachment 4

Staff Questionnaire

This questionnaire is to find out how you feel about the Success in Reading and Writing program. You are not required to identify yourself. Please be candid.

1. How were you selected to participate in the Success in Reading and Writing program?

   ( ) volunteered
   ( ) assigned
   ( ) requested
   ( ) other

   _____
   (explain)

2. To what extent do you feel the workshop you attended prepared you to use the new approach?

   ( ) not at all ( ) somewhat ( ) to a great extent ( ) completely

3. At the close of the workshop how enthusiastic were you about implementing this new approach to the teaching of reading?

   ( ) not at all ( ) somewhat ( ) to a great extent ( ) completely

4. Has yourenthusiasm for the method changed in the three weeks since the workshop?

   ( ) increased ( ) diminished ( ) remained the same

5. In the three weeks since the workshop, have you developed a more comfortable feeling as you implemented the new method?

   ( ) yes ( ) no

   If "no", please comment. _____

   _____

   _____

6. Did you begin to use the new approach on the Monday following the workshop?

   ( ) yes ( ) no

   If "no", please comment. _____

   _____

   _____

7. Have you posted the schedule for the teaching modules where it can be seen?

( ) yes ( ) no

8. Have you encountered any severe problems in the implementation of the method?

( ) yes ( ) no

If "yes", please comment. _____

_____

_____

9. Have you observed any difference in the attitude of the majority of your students during their reading lessons?

( ) yes ( ) no

10. How responsive have most students been to the new method as compared to the traditional approach?

( ) more ( ) less ( ) same

11. Have at least 75 percent of the students read as many as 10 library books since you started the recreational reading module?

( ) yes ( ) no

12. Which module do the students seem to enjoy most?

( ) Phonics/Spelling
( ) Academic, Cultural Arts and Current Events
( ) Language Experience
( ) Patterning
( ) Decoding in context
( ) Composition/fluency accuracy
( ) Research Practicum
( ) Recreational Reading
( ) All equally

13. Which module have you enjoyed teaching most?

( ) Phonics/Spelling
( ) Academic, Cultural Aets and Current Events
( ) Language Experience
( ) Patterning
( ) Decoding in context
( ) Composition/fluency accuracy
( ) Research Practicum
( ) Recreational Reading
( ) All equally

14. In teaching the modules which make use of students' vocabularies, have the students shown a wider language background than you previously suspected they had?

( ) yes ( ) no

15. Check the materials and supplies that were available to you within the first five days of the project.

( ) newspaper
( ) magazines
( ) library books 50 per class
( ) upper grade mathematics, science and social studies textbooks
( ) 3 sheets of paper per child per day
( ) 3 foldersper child
( ) ample chart paper
( ) magic markers
( ) wire for hanging charts
( ) dictionary
( ) other _____
( ) other _____

16. Specify advantages that you have found in the use of the Success in Reading program.

_____

_____

_____

_____

17. Specify disadvantages that you have found in the use of the Success in Reading program.

_____

_____

_____

_____

18. List the reading materials most widely used in your classroom during the first semester.

_____

_____

If any comments , use back of sheet.

Prepared by
Division of Research and Evaluation
February 1979

Teacher Questionnaire

Success in Reading and Writing Program

Your opinion is highly valued concerning reading programs which you use in your classroom. Please be candid and forthright. You do not have to identify yourself.

1. Would you volunteer to be a participating teacher in the Success in Reading and Writing program again?

   Definitely Yes ☐ Somewhat Undecided ☐ Definitely No ☐

2. Was attendance in your classroom generally better during the second semester?

   Yes ☐ No ☐

3. Did at least 80% of the students in your class exhibit an improved attitude toward reading during the second semester?

   Yes ☐ No ☐

4a. Which module did you feel most comfortable in teaching?

- ☐ Phonics/Spelling
- ☐ Language Experience
- ☐ A, CA, CE Reading
- ☐ Patterning
- ☐ Recreational Reading
- ☐ Decoding in Context
- ☐ Composition Fluency/ Accuracy
- ☐ Research Practicum

b. State reason briefly._____

_____

_____

5a. Which module did **you** experience most difficulty in teaching?

- ☐ Phonics/Spelling
- ☐ Language Experience
- ☐ A, CA, CE Reading
- ☐ Patterning
- ☐ Recreational Reading
- ☐ Decoding in Context
- ☐ Composition Fluency/ Accuracy
- ☐ Research Practicum

b. State reason briefly._____

_____

_____

6a. Did you use the Success method exclusively in your language arts program?

Yes ☐ No ☐

b. If not, what other program did you use in conjunction with the Success program?_____

_____

_____

Reason_____

_____

_____

7. Briefly describe the activities in the last lesson taught in which you used the Success manual.

Lesson #_____ Module	Time Scheduled (Ex: 9-9:30)	Approx. Time for Completion	Brief Description
Phonics/Spelling			
Language Experience			
A, CA, & CE Reading			
Patterning			
Recreational Reading			
Decoding in Context			
Composition Fluency/Accuracy			
Research Practicum			

8. List advantages you found in using the Success approach.

_____

_____

_____

_____

_____

9. List disadvantages you've found in using the Success approach.

10. Additional Comments

Prepared by
the
Division of Research and Evaluation
June, 1979

APPENDIX E

LEVEL A

CORRELATION OF PRT BEHAVIORAL OBJECTIVES AND SKILLS WITH THOSE OUTLINED IN SUCCESS MANUALS

I		II		III
Auditory Perception	**Language Experience**	**A, CA, & CE Reading**		**Research Practicum**
1. The student will be able to associate spoken words with pictures. (Spoken Words/Pictures)	Lessons 3, 8, 35, 56, 59, 62, 68, 70 (Draw a Picture) 6, 17, 25, 53, 56, 59 (Labeling Pictures) 31, 32, 46 (Locating Pictures) 39, 61, 65 (Picture Association) Academic Cultural Arts, Current Events Reading Lessons 3, 4, 15, 16, 21, 22, 27, 28, 30, 47, 48, 63 (Picture Association)	Lesson 6 Locating items in picture 17 Use pictures 23 Label pictures 24 " " 33 Draw a picture 41 Label each picture 59 Label the pictures 68 Draw a picture and label		Lesson 139, 149 - Picture/word association

LEVEL B — MATCHING OF PAT BEHAVIORAL OBJECTIVES WITH SKILLS OUTLINED IN SUCCESS IN READING AND WRITING PROGRAM

	I				II			III	
WORD PERCEPTION	Lesson No.	P/S	ACC	RR	Lesson No.	P/S	RR	Lesson No.	Decoding
1. The student will be able to identify upper and lowercase letters of the alphabet in random and sequential order. (Letter Identification)	1	b	b,c		1	b,c	b	1	t
	2	c	b,c	b	2	d,f	c	2	c
	3	d			3	g,h	d	3	f
	4	b,c			4	J,K	f	4	l
	5	f		l	5	l,m	g	5	b
	6	d		l	6	n,p	h	6	j
	7	g	d	d	7	q,h	J	7	d
	8	f,b	f	d	8	s,t	K	8	h
	9	h		d	9	v,w	l	9	m
	10	g,c		m	10	x,y	m	10	r
	11	j			11	z,a	n	11	g
	12	h,d		m	12	e,i	o	12	v
	13	k	Gg	s	13	o,u	p	13	k
	14	j,f	Hg	s	14	A,B	q	14	k
	15	l		s	15	C,D	r	15	n
	16	k,g		g	16	E,F	s	16	q
	17	m		g	17	G,H	t	17	s
	18	l,h		g	18	I,J	v	18	w
	19	n	Jj	r	19	K,L	w	19	x
	20	m,j	Kk	r	20	M,N	x	20	y
	21	p		r	21	O,P	y	21	z
	22	n,k		y	22	Q,R	z	22	a
	23	q		y	23	S,T	a	23	e
	24	p,l		y	24	U,V	e	24	i

LEVEL C

CORRELATION OF PRT BEHAVIORAL OBJECTIVES AND SKILLS WITH THOSE OUTLINED IN SUCCESS IN AND WRITING PROGRAM

	I	II	III
Word Perception	**Patterning**	**Phonics/Spelling**	**Decoding in Context**
1. The student will be able to read one-syllable words that have medial, short vowel sounds. (Words/Medial, Short Vowel Sounds)	**Lessons** 2 ba 3 bi 4 bo 5 bu 6 ca 7 co 8 cu 9 da 10 de 11 di 12 do 13 du 14 fa 15 fe 16 fi 17 fo 18 fu 19 ga 20 go 21 gu 22 ha 23 he 24 hi 25 ho 26 hu 27 ja 28 je, ji 29 jo 30 ju 31 ke 32 ki 33 la 34 le 35 li 36 lo, lu 37 ma 38 me 39 mi 40 mo 41 mu 42 ne 43 ne 44 ni 45 no, nu	**Lessons** 11-13 23-27 71-73 86-90 **Language Experience** Lessons 59-61 **Suggestion:** These modules may be used to teach medial short vowel sounds.	**Lessons 22-25, 26** 22 - a 23 - e 24 - i 25 - o 26 - u 56 - ea 59, 69 - ou 61 - oo 68 - ou 82 - it 84 - on 85 - en 88 - es 90 - ud 91 - ro, 92-ox, 93-ke, 94-tu 95-ow, 96-in The above sounds may be taught as short vowel sounds depending upon the words used.

APPENDIX F

Advantages in Implementing Success Program Cited by Participating Teachers

(1) "It gave all students an opportunity to write, and having the charts on display gave them ready information needed to spelling along with idea for fluency in speaking and writing."

(2) "Expansion of language, writing and reading: ½ class tested 1 or 2 levels on PRT."

(3) "Variety of sources, vocabulary. Offers exposure to items often not touched upon in traditional teaching of reading. Very specific lessons in manual."

(4) "Variety of materials used: magazines, newspapers, books, etc. Children exposed to many words not included in the regular reader."

(5) "Children liked the routine. Everything was outlined. Children introduced to a lot of words in their speaking vocabulary."

(6) "The language and vocabulary skills were increased during the second semester."

(7) "Plan is readily available when needed. No expensive materials; no daily pressure on child; perfect grade; children express selves freely."

(8) "Being able to use the magazine, newspaper, and other books with the lessons. Adding the art made it very interesting."

(9) "Lesson plan readily available at all times. No expensive materials needed. Children do not have time to become restless."

(10) "Students were very interested in using the newspaper; highly motivating. Magazines were interesting to them, also."

(11) "Sequential; flexible; enjoyable."

(12) "Pupils seemed highly motivated. Pupils seemed to gain a very positive concept of self. They did not hesitate to become involved in new tasks. Interest did not seem to wane in any module. Decoding techniques improved greatly. They took pride in doing a good job."

(13) "Spontaneous response of children; long range retention of skills taught; carry-over of skills taught to other areas of learning; increased desire to read; desire book marks to retain place in book being read over period of days; unsolicited news sharing (news topics); increased interest in world around them; better classroom chemistry (rapport). Children become supportive of one another."

(14) "The children were fully motivated to attempt to do the lessons each day. They became aware of noticing words in other books."

(15) "Children become more independent workers. Are helpful to others. Planning and management easier. Children tend to progress positively and seem more motivated."

(16) "Pupils were exposed to a variety of learning skills and methods of learning. Pupils became more independent. A very structured program with continuity of skills, yet flexible so that children didn't tire of repetition. Pupils creativity can flourish."

(17) "All the pupils could participate. Guidelines were given; planning was very good. Children enjoyed helping one another. Children become more independent workers. Program flexible."

APPENDIX G

Disadvantages in Implementing Success Program Cited by Participating Teachers

(1) "Each teacher should have all three manuals."

(2) "Not enough time in modules. Not enough help most of the time, especially after children began to handle more difficult reading materials."

(3) "Like anything else, it doesn't work for all students."

(4) "The entire morning was devoted to the program. I didn't have enough time for arithmetic, due to most of my children spending one hour in reading and one hour in math in the afternoon. The proper books were not available: dictionaries, social studies, reading, etc., on all levels."

(5) "Children were not able to identify beginning and ending sounds. Success did not stress long and short vowels."

(6) "Not enough time for each module."

(7) "Not enough staff - losing children when they have to get up and file papers. Slow children did not get enough help because of staffing."

(8) "We really need help in the classroom. Title I children still go out."

(9) "Not enough time - the intrusion of special programs and programs of special teachers (art, music, etc.)."

(10) "Even though I am fully pleased with the Success program, I found my creativity lost."

(11) "Noise level (too much at times). Time alloted for each module tends to go over at times and children become frustrated (sometimes)."

(12) "Some students still need the basal approach and could not successfully work on their own."

(13) "I'm not always sure if the pupils understand the meanings of some of the words (that are necessary) when they are doing recreational reading."

APPENDIX H

Additional Comments Given by Teachers Resulting From Their Use of the Success Program During the Second Semester of School Year, 1978-79

(1) "Increase number of newspapers for larger classes. Give each teacher all manuals. Some teachers have combination grades and ideas from other manuals can be used in helping weaker or stronger children in each area of the curriculum."

(2) "Program was very good. Children and teacher enjoyed it greatly."

(3) "I feel 'good' being the facilitator of so many facets of learning."

(4) "I really enjoyed working with the program."

(5) "I feel that this program requires too much work per day for one person. I think two or more adults should be in the classroom."

(6) "For the short time we had working with program, I experienced a great deal and learned a lot to help the children."

(7) "Working in this program has been interesting and rewarding for the children. It provided for creativity as far as the teacher was concerned."

(8) "I am happy that I have another year as a participant in the Success Program. Because of the growth that I have seen in pupila and myself in just one semester, I am most anxious to see what one full year of work will bring."

(9) "Should I be associated with Success next school year, I would make some changes with some of the information to be presented."

(10) "I like the program!"

(11) "I really enjoyed the experiences for the students and me in using the Success approach. I welcome another chance to use the program. However, it is very exhausting after two hours of work."

APPENDIX I

OBSERVATION DATA RECORDED DURING OBSERVATIONS OF SUCCESS PROJECT ON GRADE 1 LEVEL IN 6 PILOT SCHOOLS

MODULE	TIME	DATE	LESSON NUMBER	ACTIVITY
Language Experience	10:30 - 11:00	4-18-79	34-42	Cutting pictures of foods from magazines.
Phonics/ Spelling	9:30 - 10:00	5- 1-79	20	Write letters M,J, and word clusters containing m,j.
Language Experience	10:30 - 11:00	5- 2-79	37	Suggest foods for lunch; categorize into food groups.
Language Experience	10:15 - 10:45	5- 3-79	37	See above.
Recreational Reading	10:45 - 11:15	5- 4-79	42	Find and pronounce words containing "w".
Language Experience	10:00 - 10:30	5-14-79	16-18	Drawing pet animals in environment and labelling with sentence.

OBSERVATION DATA RCORDED DURING OBSERVATIONS OF
SUCCESS PROJECT ON GRADE II LEVEL IN 6 PILOT SCHOOLS

MODULE	TIME	DATE	LESSON NUMBER	ACTIVITY
Academic Cultural Arts, Current Events	10:00 - 10:30	5- 1-79	35	Find relationship of environment to people. Write in two columns side by side.
Academic Cultural Arts, Current Events	9:45 - 10:15	5- 2-79	34	Find any cause and effect relationship. Write in two columns side by side.
Phonics/ Spelling	9:30 - 10:00	5- 3-79	40	Letters studied: br, ar Give examples of 3 syllable words in word clusters.
Phonics/ Spelling	9:30 - 10:00	5- 4-79	58	Letters studied: thr, sm Give examples of 4 syllable words in word clusters
Phonics/ Spelling	9:30 - 10:00	5-14-79	29	Letters studied: sl, dr Give examples of 2 syllable words in word clusters.
Academic Cultural Arts, Current Events	9:30 - 10:00	5-17-79	102	Look at classified advertisements. Write an advertisement to sell a toy. Describe its looks, use, price and condition.

OBSERVATION DATA RECORDED DURING OBSERVATIONS OF
SUCCESS PROJECT ON GRADE III LEVEL IN 6 PILOT SCHOOLS

MODULE	TIME	DATE	LESSON NUMBER	ACTIVITY
Decoding in Context	9:25 - 10:00	5- 2-79	61	Spelling emphasis: oo Underlined 2 syllable words rather than 3 syllable words in sentences.
Decoding in Context	9:15 - 9:30	5- 3-79	64	Emphasis: Business. Spelling emphasis: ar Phase emphasis: 3 syllable words in sentences - communications.
Research Practicum	11:00 - 11:30	5- 3-79	30	Dictionary Use. Locate and write words that describe day in school. Write sentences.
Composition Fluency/ Accuracy	10:10 - 10:40	5- 4-79	57	An invitation to a party. Inclusion of who, what, when, and why in the invitation.
Composition Fluency/ Accuracy	10:50 - 11:20	5-14-79	46	Use of quotation marks around dialogue. Words to denote emotions.
Decoding in Context	10:30 - 11:00	5-17-79	26	Spelling emphasis: x,u Grammar emphasis: adjective with noun. Civil Service

Observation Checklist on Supplies and Materials in Evidence for Use in Success
Project Implemented in 18 Classes in 6 Schools

Region V

	Grade 1 Classes						Grade 2 Classes						Grade 3 Classes						Total Classes
	(1)	(2)	(3)	(4)	(5)	(6)	(1)	(2)	(3)	(4)	(5)	(6)	(1)	(2)	(3)	(4)	(5)	(6)	
(1) Library books	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	17
(2) Newspapers	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	18
(3) Magazines	X		X		X	X	X	X		X	X	X	X			X	X		12
(4) Catalogues					X	X													2
(5) Telephone books						X				X	X			X					4
(6) Encyclopedias		X				X	X			X			X	X	X		X	X	9
(7) Comic books			X			X		X	X		X		X				X		7
(8) Charts	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	16
(9) Textbooks and basal	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	17
(10) Dictionaries	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	17
(11) Maps, globes					X	X						X	X	X	X	X	X	X	9
(12) Other																			
(a) Filing boxes	X	X	X	X		X		X		X	X		X	X	X		X	X	13
(b) Activity series											X	X						X	3
(c) Reading games						X					X						X		3
(d) Phamplets								X								X			2
Total materials	7	6	7	6	8	13	7	9	6	9	11	8	10	9	6	7	11	9	